DOCUMENT RESUME

ED 333 104 CE 057 464

TITLE	Where Do All the Students Go? A Statewide Follow-Up Survey of Secondary Students Completing Occupational Education Programs at School Districts and BOCES.
INSTITUTION	New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE	Dec 90
NOTE	20p.; Photographs will copy poorly.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Programs; *Cooperative Education; Education Work Relationship; Employment Patterns; Graduate Surveys; *High School Graduates; High Schools; *Outcomes of Education; *Program Effectiveness; *State Programs; *Vocational Education; Work Experience Programs
IDENTIFIERS	*New York

ABSTRACT

The State of New York conducted a follow-up study of the 76,000 students who completed an occupational education program in New York in 1987. Students were followed up by mail and telephone interviews, with an overall rate of return of 67 percent. Some of the major findings of the study were the following: (1) for all occupational education completers, 91 percent were employed, attending a postsecondary program, or in the military; (2) 89 percent of students available for employment were employed; (3) approximately 53 percent of cooperative education students were employed after high school and 36 percent were continuing their education; (4) 87 percent of disadvantaged students who completed an occupational education program were employed, attending a postsecondary program, or in the military; and (5) 83 percent of handicapped students who completed vocational education programs were employed, in a postsecondary program, or in the military. (The document briefly describes the findings, survey methods, and rates of return for various occupational subjects and educational agencies. Results are reported for New York City; the Big Four cities--Buffalo, Rochester, Syracuse, and Yonkers; programs offered by the Boards of Cooperative Educational Services; and programs offered by local educational agencies.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333104

Where Do All the Students Go?

A Statewide Follow-up Survey of Secondary Students Completing Occupational Education Programs at School Districts and BOCES

CE057464

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The University of the State of New York
The State Education Department
Office of General and Occupational Education
Albany, New York

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Tromley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The University of the State of New York
Regents of The University

Martin C. Barell, Chancellor, B.A., I.A.,LL.B. ..... Muttontown
R. Carlos Carballada, Vice Chancellor, B.S. ..... Rochester
Willard A. Genrich, LL.B. ..... Buffalo
Emlyn I. Griffith, A.B., J.D. ..... Rome
Jorge L. Batista, B.A., J.D. ..... Bronx
Laura Bradley Chodos, B.A., M.A. ..... Vischer Ferry
Louise P. Matteoni, B.A., M.A., Ph.D. ..... Bayside
J. Edward Meyer, B.A., LL.B. ..... Chappaqua
Floyd S. Linton, A.B., M.A., M.P.A. ..... Miller Place
Mimi Levin Lieber, B.A., M.A. ..... Manhattan
Shirley C. Brown, B.A., M.A., Ph.D. ..... Albany
Norma Gluck, B.A., M.S.W. ..... Manhattan
Adelaide L. Sanford, B.A., M.A., P.D. ..... Hollis
Walter Cooper, B.A., Ph.D. ..... Rochester
Gerald J. Lustig, B.A., M.D. ..... Staten Island
Carl T. Hayden, A.B., J.D. ..... Elmira

President of The University and Commissioner of Education
THOMAS SOBOL

Executive Deputy Commissioner of Education
THOMAS E. SHELDON

Deputy Commissioner for School Improvement and Support
ARTHUR L. WALTON

Deputy Commissioner for Elementary and Secondary Education
LIONEL R. MENO

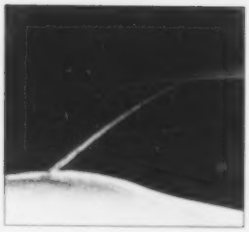
Assistant Commissioner for General and Occupational Education
LORRAINE R. MERRICK

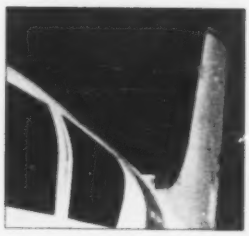
Director, Division of Occupational Education Program Services
DORIS L. BELTON

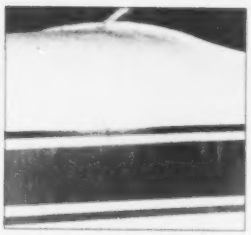
Chief, Bureau of Occupational Education Technical Assistance and Information Services
HOWARD D. BERKUN

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, sexual orientation, or gender in the educational programs and activities which it operates. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, Education Building, 89 Washington Avenue, Albany, NY 12234.

BEST COPY AVAILABLE







Where Do All the Students Go?

A Statewide Follow-up Survey of Secondary Students Completing Occupational Education Programs at School Districts and BOCES

December 1990

The University of the State of New York
The State Education Department
Office of General and Occupational Education
Division of Occupational Education Program Services
Albany, New York 12234

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Doris L. Belton, Director
Division of Occupational
Education Program Services

Introduction

Each year, educational agencies throughout the State survey high school students who completed an occupational education program. The survey is carried out within 6 to 18 months after high school graduation. Through mail surveys and telephone interviews, former occupational education students are asked about their current employment and postsecondary education. We are pleased to share with you the results of our follow-up survey.

This brochure reports findings for the class of 1987, the most recent year for which data are available. Of the 76,000 students who completed an occupational education program in 1987, an estimated 91.1 percent are productively employed, in the military or enrolled at a postsecondary institution. This brochure describes our findings, survey methods, and rates of return for various occupational subjects and educational agencies.

While reviewing our follow-up results, please keep in mind some of the goals of today's occupational education programs. In past years, our primary goal was to provide skilled workers to meet labor market demand. Most of our programs sent students to a training-related job right after high school. Today, our programs continue to meet the needs of industry, but our goals have broadened to meet the needs of all students: those who seek employment after high school, those who are college-bound, those who are academically or economically disadvantaged, those with handicapping conditions, and those at risk of dropping out.

Many of the students we serve take a comprehensive, two-year occupational education program. Other students do not seek a comprehensive, multiyear program. They need information about career alternatives, job-seeking methods, and some general job-entry skills. Their course work in occupational education contributes to their overall development, feelings of self-worth, and readiness to face the world of work.

Our new curricula have moved us beyond only preparing students for a single, specific job. A job might be replaced by a robot or exported to another country. Today, our programs also emphasize higher order thinking, communication skills, and adaptability to rapidly changing technologies. These are the essential skills of the 21st-century workplace.

Should you have any questions concerning New York State's occupational education programs or the follow-up findings presented in this brochure, please call the Division of Occupational Education Program Services.

BEST COPY AVAILABLE

Secondary Occupational Education in New York State

Agencies Providing Occupational Education Programs

- School districts throughout New York State offer occupational education programs.
- Many city school districts have high schools specializing in occupational education, such as New York City's High School of Aviation Trades.
- Boards of Cooperative Educational Services (BOCES) operate regional centers for occupational education, enrolling students from nearby school districts.

What Kinds of Programs Are Available?

High school occupational education programs begin with **Introduction to Occupations,** a course which informs students about career alternatives and the world of work. Students are made aware of the occupational programs to which they have access. From this introductory base, students may take a sequence of occupational education courses to form an occupational education program elective.

Occupational education programs are offered for a great many careers. Program offerings at the secondary level are generally divided into seven major categories as shown below.

Program Category	Examples of Occupational Subjects
Agriculture	Animal husbandry; horticulture; farm management
Business and Office	Bookkeeping and accounting; computer programming; word processing; stenography
Health	Licensed practical nursing; medical and dental assisting
Home Economics	Child care and guidance; food production; clothing and textiles
Marketing	Retailing, advertising; real estate; hotel/motel management

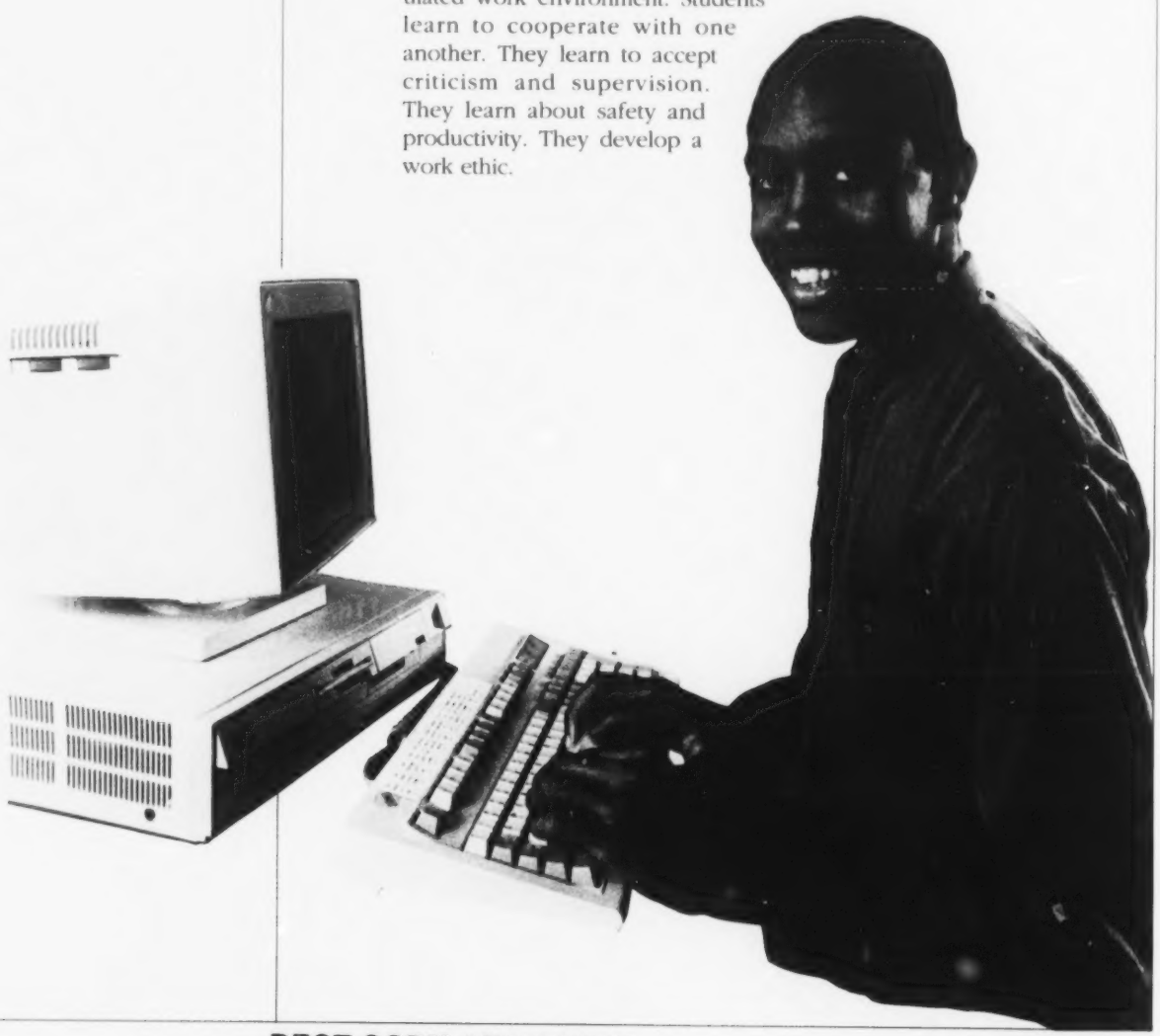
BEST COPY AVAILABLE

continued from previous page

Program Category	Examples of Occupational Subjects
Technical Education	Mechanical design technology; electronic technology
Trade and Industry	Automotive trades; construction trades; printing trades; culinary and commercial food preparation; hair cutting and cosmetology; drafting and computer-aided design; air conditioning and refrigeration

Many of our programs emphasize hands-on skill development. Students work on projects individually and in small groups.

Many of our programs provide a simulated work environment. Students learn to cooperate with one another. They learn to accept criticism and supervision. They learn about safety and productivity. They develop a work ethic.



BEST COPY AVAILABLE

Major Findings

The pie charts on the facing page indicate the follow-up status of occupational education completers. For all agencies combined, 91.1 percent of completers were employed, attending a postsecondary program, or in the U.S. military.

Pie Charts Explained

The pie charts show the percent distribution of occupational education completers among five outcome categories. The large pie provides aggregate information over all agencies. The four small pies show data for **New York City**, the **Big Four** Cities, **BOCES**, and **LEAs**.

Findings for **New York City** are reported separately because of its size. **Big Four** refers to the next four largest city school districts: Buffalo, Rochester, Syracuse, and Yonkers. **BOCES** refers to the regional occupational education area centers operated by Boards of Cooperative Educational Services. **LEA** refers to all other local educational agencies.

Each slice of a pie represents the percentage of completers who fall into one of five outcome categories.

Employed

Completers who are employed full-time.

Postsecondary Education

Completers attending two-year and four-year colleges as well as trade and technical schools.

Military

Completers who have entered a branch of the U.S. military.

At Home

Completers not employed, not seeking work, nor enrolled in a postsecondary education program.

Seeking Employment

Completers seeking employment at the time the follow-up survey was conducted. Many school districts and BOCES offer job placement services to former students who are seeking work.

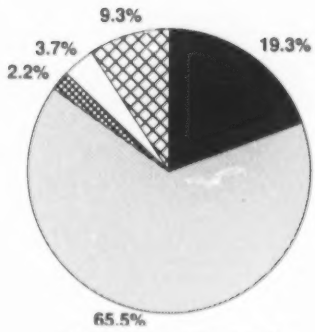


CHART 1.1 NEW YORK CITY

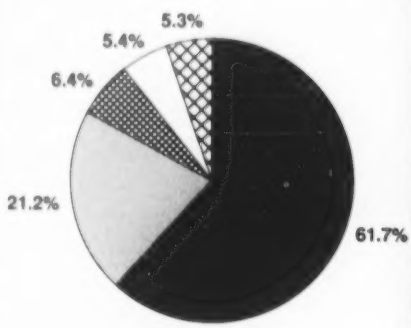


CHART 1.3 BOCES

BEST COPY AVAILABLE

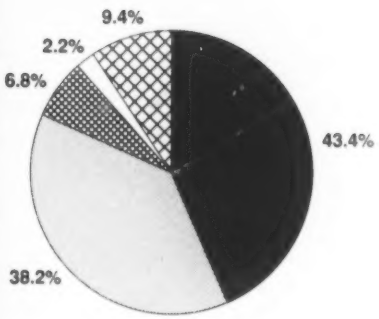


CHART 1.2 BIG FOUR CITIES

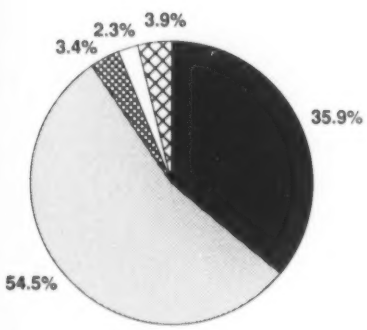


CHART 1.4 LEA

OCCUPATIONAL EDUCATION PROGRAM COMPLETERS
ALL SECONDARY STUDENTS

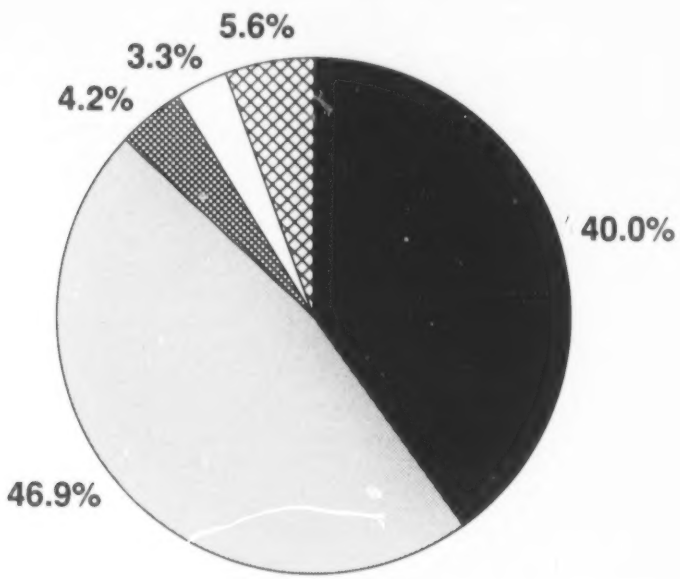


CHART 1. ALL AGENCIES

OUTCOME STATUS

- Employed
- Postsecondary Education
- Military
- At Home
- Seeking Employment

NYSED 11/90

BEST COPY AVAILABLE

Job Placement Rates for Students Available for Employment

The bar chart provides job placement rates for secondary occupational education completers who were employed. For all agencies combined, the employment rate for completers is 88.8 percent. For BOCES completers the employment rate is 92.8 percent; for LEAs 90.9 percent; for Big Four cities 84.3 percent; and for New York City 69.9 percent.

Bar Chart Explained

Each bar of the bar chart provides findings for one of the seven major program categories. The eighth bar provides findings for all programs combined. Each segment of the bar indicates the relationship of the former students' jobs to the occupational education program they completed while in high school.

Related

Refers to jobs that are directly related to the students' prior training. For example, a student who completed a program in computer programming is employed as a computer programmer. A student who completed a masonry program is employed as a bricklayer.

Partly related

Refers to jobs that use some of the skills and knowledge that students acquired in their occupational education program.

Not related

Refers to jobs that bear no obvious relationship to the occupational subjects taken in high school.

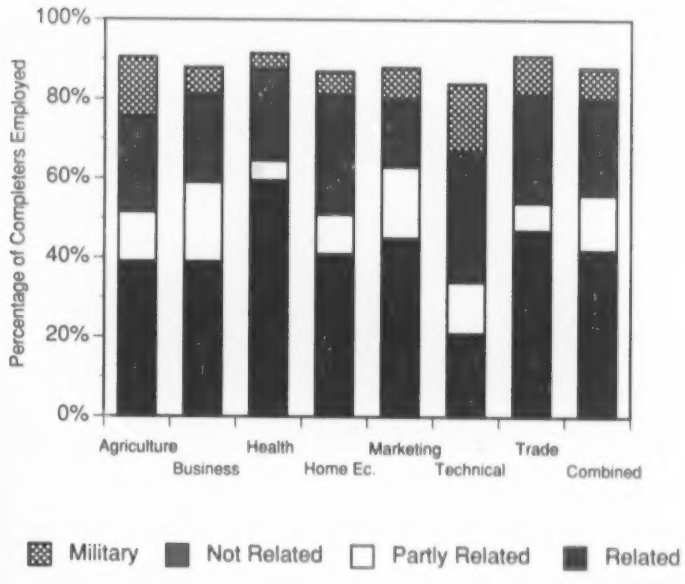
BEST COPY AVAILABLE

Military

Refers to all completers who entered the U.S. military. Many have military occupational specialties related to their high school occupational program, but the follow-up survey does not attempt to determine the relatedness of military jobs.

The base on which our employment percents are calculated consists of all students who are available for employment: those who are working at a civilian job, those who are in the U.S. military, and those who are seeking employment. Students who are attending a postsecondary program and those who are at home are not considered to be available for employment.

CHART 2
JOB PLACEMENT RATES
COMPLETERS AVAILABLE FOR EMPLOYMENT
BY PROGRAM AREA



NYSED 11/90

BEST COPY AVAILABLE

Completers of Cooperative Occupational Education Programs

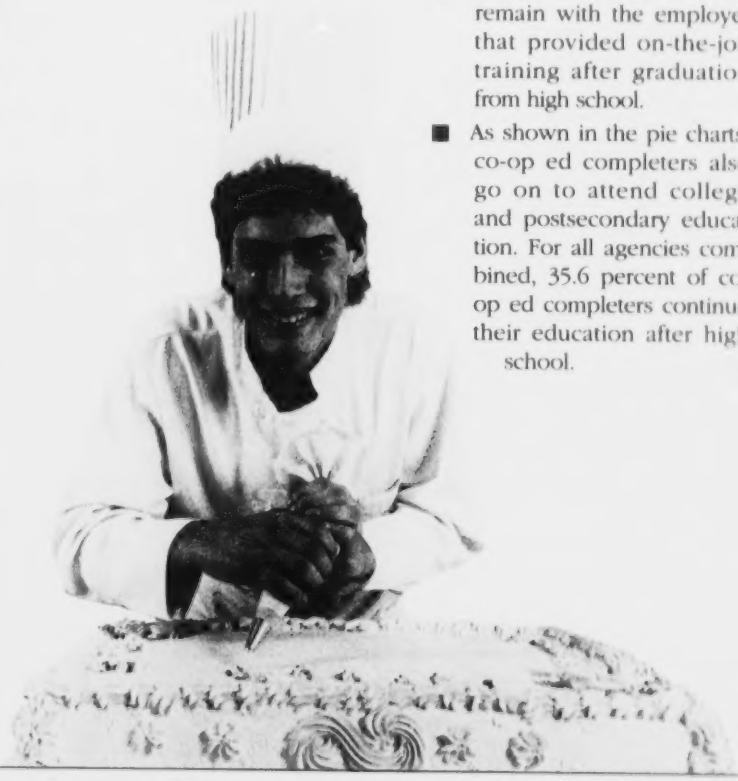
Cooperative occupational education, or simply co-op ed, provides on-the-job training to students who are attending high school. Through cooperative arrangements between schools and employers, students receive a salaried job that provides occupational training. High schools provide job-related instruction as well as required academic courses.

A written training plan is signed by the school, the employer, and the student. High school coordinators visit students at their place of employment to provide assistance and ensure that the training plan is followed.

There were approximately 8,469 students enrolled in our cooperative education programs in the 1986-87 academic year.

Major Findings

- The large pie chart shows that 53.4 percent of co-op ed students are employed after high school.
- Higher percents of co-op ed completers are employed after high school than are completers of regular occupational education programs.
- Many co-op ed students remain with the employer that provided on-the-job training after graduation from high school.
- As shown in the pie charts, co-op ed completers also go on to attend college and postsecondary education. For all agencies combined, 35.6 percent of co-op ed completers continue their education after high school.



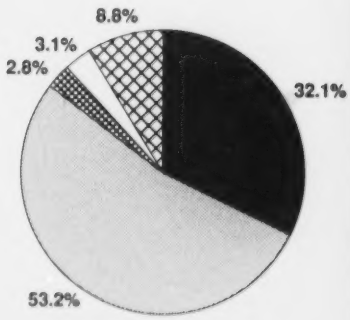


CHART 3.1 NEW YORK CITY

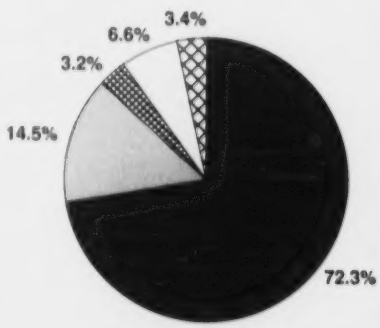


CHART 3.3 BOCES

BEST COPY AVAILABLE

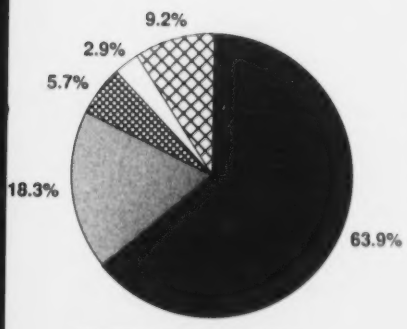


CHART 3.2 BIG FOUR CITIES

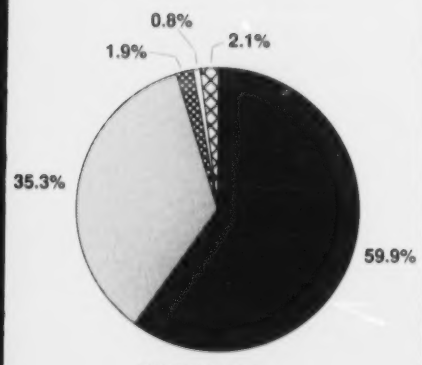


CHART 3.4 LEA

OCCUPATIONAL EDUCATION PROGRAM COMPLETERS
CO-OP SECONDARY STUDENTS

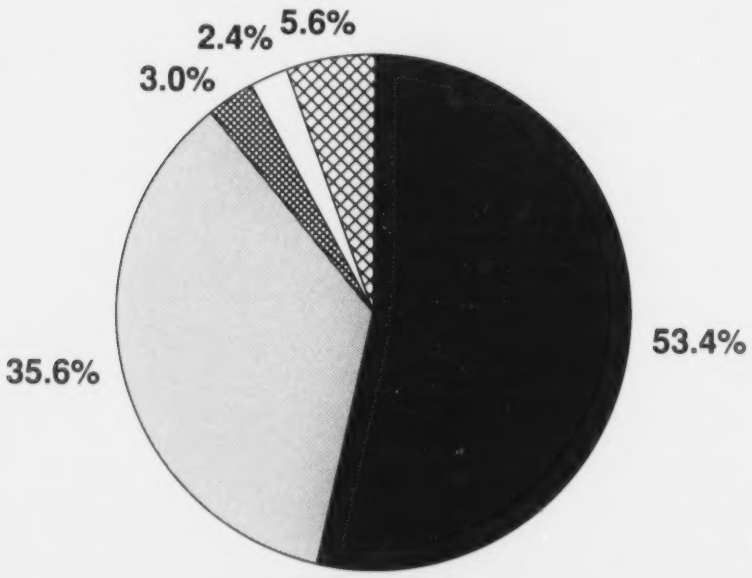


CHART 3. ALL AGENCIES

OUTCOME STATUS

- Employed
- Postsecondary Education
- Military
- At Home
- Seeking Employment

NYSED 11/90

BEST COPY AVAILABLE

Students Needing Special Assistance

Occupational education programs throughout New York State are committed to providing quality instruction and ancillary services to students in need of special assistance. Students in this category include:

- Students who are academically and economically disadvantaged
- Students with handicapping conditions
- Students with limited English proficiency
- Students with other special needs

Throughout the State, programs have been modified to meet the needs of special populations. We are proud of our strong record in serving students with special needs, and our follow-up findings reflect our success.

Follow-up findings are available for two groups: disadvantaged students and students with handicapping conditions.

Disadvantaged Students

Disadvantaged students include those who are economically or academically disadvantaged. Academically disadvantaged students are generally eligible for participation in compensatory reading and math programs, or they have failed a Regents Competency test. Economically disadvantaged students are eligible for a free or reduced price lunch, or they meet a comparable eligibility criterion.

Approximately 17,698 disadvantaged students completed an occupational education program in 1987.

Major Findings

- As shown in the pie charts, disadvantaged students who complete an occupational education program have success securing jobs and pursuing postsecondary education.
- For all agencies combined, 86.7 percent of completers were employed, attending a postsecondary program, or in the U.S. military.
- Follow-up statistics for our disadvantaged students are very similar to our findings for all students.

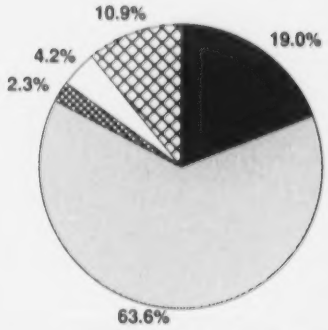


CHART 4.1 NEW YORK CITY

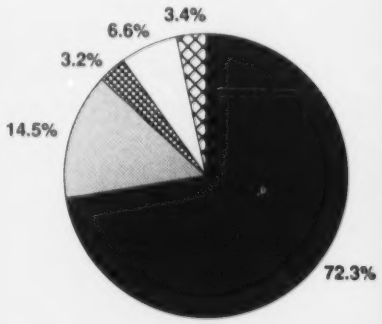


CHART 4.3 BOCES

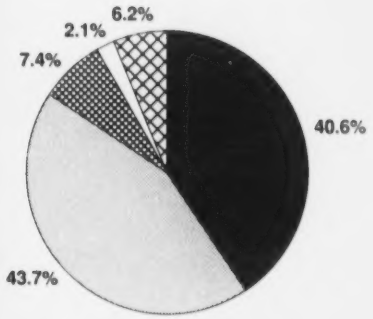


CHART 4.2 BIG FOUR CITIES

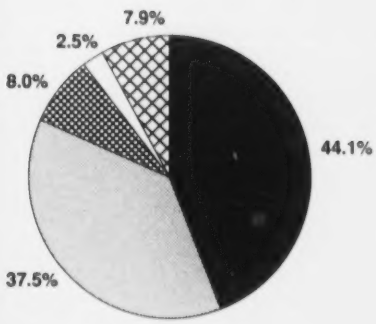


CHART 4.4 LEA

OCCUPATIONAL EDUCATION PROGRAM COMPLETERS
DISADVANTAGED SECONDARY STUDENTS

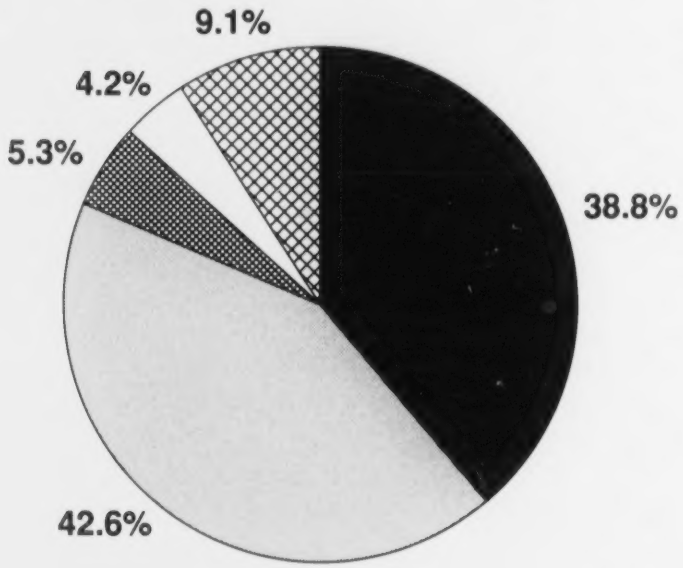


CHART 4. ALL AGENCIES

OUTCOME STATUS

- Employed
- Postsecondary Education
- Military
- At Home
- Seeking Employment

NYSED 11/90

BEST COPY AVAILABLE

Students with Handicapping Conditions

Students with handicapping conditions are especially vulnerable. Individualized, self-paced programs in occupational education enable these students to experience the success that often eludes them. The informal atmosphere in occupational education shops facilitates the development of interpersonal as well as vocational skills.

Throughout New York State, there were approximately 4,641 students with handicapping conditions who completed an occupational education program in 1987.

Students with a handicapping condition are those who have an individual education plan (IEP) developed by their school district's Committee on Special Education.

Mainstreaming

Most students with handicapping conditions are mainstreamed. That is, they attend standard occupational education classes.

Special programs

Occupational education programs are provided also for students who require special, intensive services, smaller teacher-to-student ratios, or a restricted instructional environment.

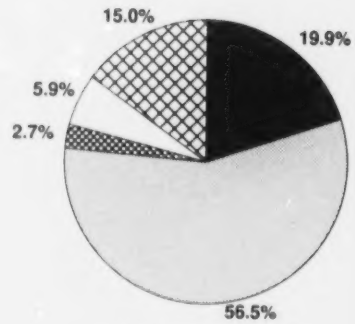


CHART 5.1 NEW YORK CITY

Major Findings

- The pie charts indicate that students with handicapping conditions secured employment and pursued postsecondary education.
- For all agencies combined, 83.3 percent of completers were employed, attending postsecondary programs, or in the U.S. military.
- Students attending occupational education programs at BOCES have particularly high employment rates. Of these students, 67.4 percent are employed, and an additional 2.2 percent are in a branch of the U.S. military.

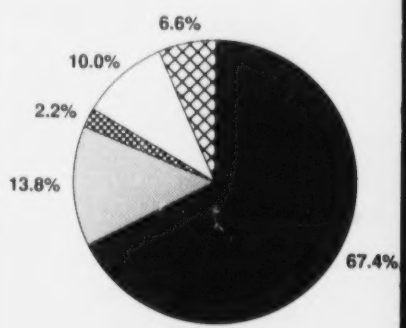


CHART 5.3 BOCES

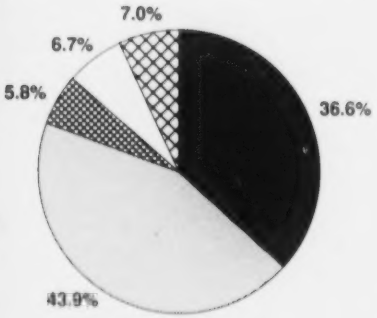


CHART 5. 2 BIG FOUR CITIES

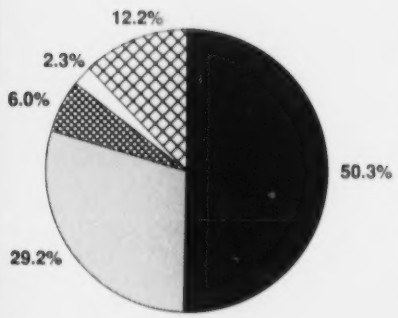


CHART 5.4 LEA

OCCUPATIONAL EDUCATION PROGRAM COMPLETERS SECONDARY STUDENTS WITH HANDICAPPING CONDITIONS

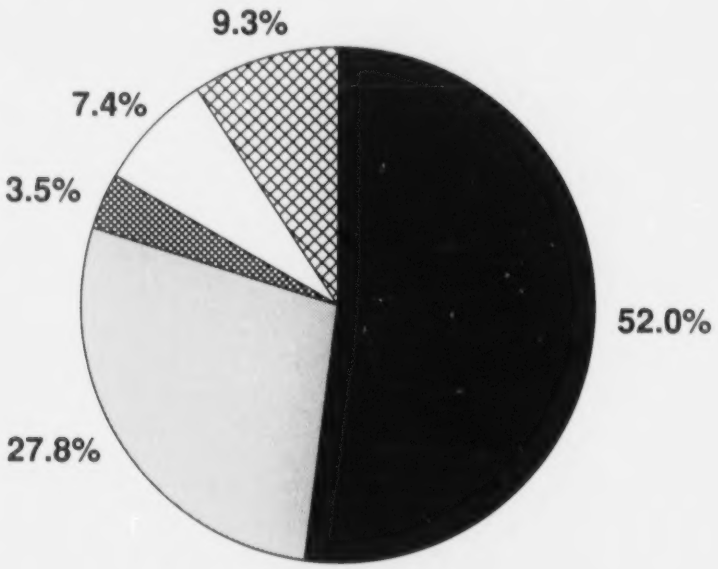


CHART 5. ALL AGENCIES

OUTCOME STATUS

- Employed
- Postsecondary Education
- Military
- At Home
- Seeking Employment

NYSED 11/90

BEST COPY AVAILABLE

Survey Methods

Which students are followed up?

Each educational agency offering occupational education conducts an annual survey of all students who completed an occupational education program. The follow-up survey attempts to reach the full population of completers, rather than a sample.

When is the survey conducted?

The survey is generally conducted approximately six months after the students exit from high school. Thus students who exited high school in June of 1987 were followed up in December of 1987.

The lagged survey

Some agencies wait an additional 12 months before following up a given class. Agencies electing this follow-up approach would have begun their survey of June '87 graduates in December of 1988.

How are the students contacted?

Agencies use both follow-up mailings and telephone interviews.

What questions are asked of former students?

Students are asked about their current employment status. What is their job title? Did their occupational education program contribute to their employment? Are they continuing their education? At what type of institution? Agencies develop their own survey forms and materials based on statewide guidelines.

Return Rates

The transition from high school to college or employment is a time when young people change locations. They are hard to find. We wish that all students could be contacted, but we are pleased about the high rates of return that most agencies achieve. Some agencies are working to improve their rates of return.

Because return rates are generally high, the percentages reported in this brochure are based on the students who responded to the survey. We believe that those who responded are representative of all occupational education completers in the Class of 1987. However, because the students responding do not comprise a randomly selected sample, it is inappropriate to draw formal statistical inferences from those who responded to the full population of program completers.

Agency	Total Surveyed	Percent Return	Number Return
LEAs	29,374	88.0%	25,862
BOCES	14,473	86.0%	12,445
Big Four	4,347	90.2%	3,920
NYC	27,851	30.7%	8,543
State	76,045	66.8%	50,770

NYSED 11/90

Photo Credits: Special thanks to the students and administration of Suffolk #2 BOCES, Patchogue, New York

090825
CAD 91-003

BEST COPY AVAILABLE